

Colorado Mesa University – Center for Teacher Education
Secondary “Pre-internship”
Recommended Timeline

Pre-Intern: _____ **School:** _____

- Attend in-service and faculty meetings as schedule allows

Weeks 1-2

- Set expectations, guidelines and schedule for the semester.
- Tour the building and become oriented with the daily policies and procedures in the school.
- Attend Center for Teacher Education’s mentor/pre-intern orientation with your mentor teacher.

Weeks 3-5

- Focus primarily on observing classroom policies and procedures, as well as instructional methods, assessments, learning strategies, and student-teacher relationships.
- Select a textbook used in your school/grade level to analyze for EDUC 442 “Text Study” assignment.
- Plan and instruct **first** lesson.
 - Lesson will be evaluated by mentor teacher and/or field supervisor.
 - A copy of the lesson and the evaluation form should be submitted to EDUC 480 D2L

Weeks 6-8

- Begin working with individuals and small groups of students in support of the mentor teacher’s daily objectives.
- Look at calendar with mentor and determine a good time and topic for your literacy unit plan, which will integrate some reading and writing.
- Plan and instruct **second** lesson.
 - Lesson will be evaluated by mentor teacher and/or field supervisor.
 - A copy of the lesson and the evaluation form should be submitted to EDUC 480 D2L
- Complete midterm field evaluation (pre-intern and mentor)

Weeks 9-12

- Continue working with individual students and small groups
- Plan and instruct **third** lesson.
 - Lesson will be evaluated by mentor teacher and/or field supervisor.
 - A copy of the lesson and the evaluation form should be submitted to EDUC 480 D2L
- Develop “Literacy Plan Project” with mentor teacher’s guidance for EDUC 442 assignment.

Weeks 13-18

- Plan and instruct **fourth and fifth** lesson.
 - This lesson may overlap with the literacy unit.
 - Lesson will be evaluated by mentor teacher and/or field supervisor.
 - Video and reflect on one of these lessons for EDUC 480.
 - A copy of the lesson and the evaluation form should be submitted to EDUC 480 D2L
- Develop growth plan and timeline for student teaching.
- Complete Pre-Intern Final Field Evaluation (*Mini TQS Eval*) (pre-intern and mentor)

We thank you in advance for the variety of teaching opportunities you will provide for our teacher candidate.

Guidelines for Continuing into Internship

Every attempt is made to assist teacher candidates in their pre-intern semester. However, there are some program requirements that, if not met, may lead to teacher candidates not continuing into their internship semesters.

- Students must earn a B or better in their methods courses. Teacher candidates may not continue if they have not passed all of their methods courses.
- Students must maintain the required overall and content area GPA of 2.8 to continue in their programs.
- Students must take and pass the Praxis II for their content area. Students know from the onset of their programs that they must pass the Praxis II before beginning their internship (second semester). Students can sign up and take this exam at any time during their teaching program. CMU encourages the students to take this exam early so that in the event they do not pass, they have enough time to study and retake the exam.
- Students are monitored by university supervisors, instructors, mentor teachers, and program coordinators during their program for professional dispositions. These are professional attributes necessary to be a successful educator: attendance, attitude, writing skills, oral communication, collaboration, content knowledge, professional interactions. In the event that a teacher candidate receives three unsatisfactory dispositional evaluations, students will be removed from their placements.
- Students receiving documentation of less than satisfactory progress in their pre-internship semester by their mentor, university supervisor, and/or program coordinator may be removed from their pre-internship semester.
- Students must have a valid CPR/First Aid card before beginning their internship semester. All education students are made aware of this requirement at the onset of their programs.
- Students may need to complete a follow-up background check prior to student teaching.
- Students may choose to withdraw, timeout, or take a semester off.

Again, every effort is made to assist teacher candidates in the critical transition from pre-internship to internship. However, the above-mentioned requirements/situations are possible reasons why teacher candidates may not advance into their internship semester.